

From Early Years to adult learning: IES research to support education & life chances

Early Years toolbox

This project, for the Education Endowment Foundation assessed an app offering early years staff e-tools for language, numeracy, and self-regulation for use with children. The research involved theory of change development, surveys, case studies and interviews. The feasibility study made recommendations for robustly testing the effects on literacy, numeracy and social development.

Education inequality in the early years

This project explored how three early years organisations selected by the OVO Foundation: Doorstep Library, Parental Engagement Network and Tales Toolkit adapted during the Covid-19 pandemic. The findings showed that while the projects were forced to embrace online engagement, this will enhance their offer in the future and be more cost effective.

Process evaluation of placements

This project for Department for Education focused on new industry placements in preparation for T Levels. Through qualitative research and surveys, we tracked provider, learner and employer views on the benefits of placements and obstacles that made placements less accessible or less useful for skill development. As a result, the Department introduced new flexibilities in the policy.

Mapping investment in adult skills

This project drew on data analysis and a literature review, to identify and scope the multiple forms of funding that support adults to acquire new skills in order to improve targeting of the Adult Skills Budget and ensure the benefits to learners, society and the economy.

Student income and expenditure survey 2014 - 2015

This reports the research methods used in SIES 2014/15 and was carried out on behalf of the Department for Business, Innovation and Skills (BIS) and the Welsh Government (WG). The survey assesses the impact of the greatest changes to student funding and support since 1998.

Review of support for disabled students in Higher Education in England

This report covered the second phase of work to review models of support for disabled students in higher education in England. It found progress - practice was more inclusive, and made recommendations for future monitoring.

Experience of homeless young people in precarious employment

This project used in-depth qualitative interviews and an evidence review, to highlight the experiences of precarious work amongst young homeless people. It traced how this form of work affected their ability to build firm footings that would enable a pathway out of homelessness towards a more sustainable position.

Young People's Future Health Inquiry - Quality of work

This report explored the employment opportunities and working conditions for young people today, how these vary by area and personal characteristics, and how they have changed over the past 20 years. It combined analysis of the Labour Force Survey, and findings from a young person focus group.

Teachers', leaders' and governors' views of the pay framework

This research was commissioned by the Department for Education gathered teachers', leaders' and governors' views on the teacher pay framework through an online survey with over 700 respondents, as well as 65 interviews with teachers and headteachers and webinars and feedback from 13 governors. The research explored participants understanding of the framework and identified further adaptations that were needed.

The customer journey to initial teacher training: Research report

This project, for the NCTL looks at the 'customer journey' of those approaching and entering Initial Teacher Training. It explores factors that motivate take up of teaching careers as well as those that lead to trainees leaving the profession.

Pre 16



Post 16,
technical &
vocational



Post 18,
academic
routes



Labour
market
transitions



Education,
training &
Careers
Workforce



The impact of STEM programmes on young people's employability skills

This project explored how after school clubs and collaborations with employers related to STEM subjects supported young people's acquisition of employability skills and attributes. It involved a literature review, interviews, a teacher survey, and case studies and indicated a positive role played by the activities.

Tips by text

A behavioural nudge intervention, which uses texts sent to parents to try to improve child outcomes in literacy, numeracy and social development. It is being trialled from 2019/20 into the 2020/21 school year. IES leading an efficacy stage randomised controlled trial which includes an evaluation of outcomes alongside a process and implementation evaluation.

Process evaluation of the Apprenticeship Trailblazers

This evaluation captured the process and thinking as new Apprenticeship standards were developed by newly formed employer panels. These collaborations set out the training required to be productive in different occupations. Findings provided feedback on the reform process, assessing key achievements and potential risks.

The contribution of Further Education and skills to social mobility

This project examined the role of FE in social mobility - taking into account the direct effect on FE learners' work and wages from taking apprenticeship, work-based learning, community learning and adult education, as well as the indirect effect on families and households. It encompassed a literature review and data analysis.

Impact of the student finance system on participation, experience and outcomes of disadvantaged young people

This report describes findings from a Rapid Evidence Assessment for the Department for Education. A particular focus was to assess the impact of the post-18 student financial support system on socioeconomically disadvantaged young people and evidence on the impact of the recent and major changes in student financial support.

Credit transfer in higher education

This report describes findings from the Rapid Evidence Assessment for the Department for Education. It explores how similar systems operate in other countries, and provides an assessment of the benefits and challenges to introduction of the approach in England.

Understanding employers' graduate recruitment selection practices

This research examined the approach to graduate recruitment adopted by employers and how this has evolved in recent years. In particular it explored patterns in graduate recruitment, behaviours of graduate employers and interactions between graduate employers and universities.

Supporting disadvantaged young people into meaningful work

A 'what works' review for Youth Futures Foundation to help it define its agenda to supporting better outcomes amongst disadvantaged young people. Studies with counterfactual impact designs were prioritised to ensure inclusion of interventions that made a difference to young people.

Evaluation of the Careers Leader Training

Commissioned for the Careers & Enterprise Company, this project explored how well the Careers Leader model was working in schools and colleges and how far the training supports new and existing Careers Leaders to establish themselves in a leadership position within their school or college and successfully implement a Gatsby-inspired careers programme.

Evaluation of Teach First careers and Employability Programme

This research explored the implementation and outcomes of a programme, aiming to support schools to effectively integrate careers and employability learning into young people's education.